



**2021-2023 Expansion of Dual Credit Faculty for CCRSM LOI**  
**Letter of Interest (LOI) Application Due 11:59 p.m. CT, April 12, 2021**

NOGA ID

Authorizing legislation **General Appropriations Act, Article III, Rider 49, 86 TX Legislature; TEC §29.908(b) & 102.1091**

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto:loiapplications@tea.texas.gov).

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, April 12, 2021**.

Application stamp-in date and time

Grant period from **May 27, 2021 to June 15, 2023**

Pre-award costs are not permitted for this LOI.

**Required Attachments**

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. Attachment 1: CCRSM Crosswalk
3. Attachment 2: Letter of Instructional Assurances
4. Attachment 3: Letter of Hiring Assurances from Higher Education Partner(s)
5. Attachment 4: Participant Roster
6. Attachment 5: Letter of Educators' Commitment

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

**Applicant Information**

Organization  CDN  Campus  ESC  DUNS

Address  City  ZIP  Vendor ID

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name  Title

Email  Phone

Signature  Digitally signed by DAndre Weaver Date: 2021.04.12 09:41:28 -05'00' Date

**Shared Services Arrangements**

Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members and submitted to TEA before the NOGA is issued.

**Statutory/Program Assurances**

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

1. The applicant provides assurances that a maximum of \$25,000 will be requested for reimbursement per educator for expenses related to tuition, fees, and travel during the life of the grant. Additional costs will be the responsibility of the LEA or participant upon a local agreement.
2. The applicant provides assurances that all participants serve within the eligible CCRSM in the 2021-2022 school year. Participating educators must each sign a Letter of Educator's Commitment which will be collectively submitted as Attachment #5.
3. The applicant provides assurances that successful completion is defined as an average of 75% or higher in each course completed. All expenses related to participation in the accelerated credentialing program (e.g., tuition and fees, textbooks, travel expenses) are eligible for reimbursement by TEA upon successful completion of courses per term.
4. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
5. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
6. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2021-2023 CCRSM Expansion of Educators Eligible to Teach College Courses LOI Program Guidelines.
7. The CCRSM program leader(s) will submit a CCRSM designation (renewal) application for designation in 2022-2023 and for designation in 2023-2024.
8. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2023 CCRSM Expansion of Educators Eligible to Teach College Courses Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
9. The applicant provides assurances that an academic year signed and dated memorandum of understanding (MOU) with the dual credit provider will be publicly posted by August 15, 2021. The MOU must address the following elements: Eligible courses; Student eligibility; Location of the class; Composition of students in the class; Faculty selection, supervision, and evaluation; Course Curriculum, Instructional Materials and calendar; Academic policies and student support services; Data-sharing policies and procedures; Courses of study that lead to an associate degree or up to 60 hours of college credit toward a 4-year degree; Administration of statewide assessments; Transcription of credit and Funding.

**TEA Program Requirements**

**1. Identification of Needs:** Describe your plan for identifying dual credit faculty needs for this grant, as well as in the future. What systems will you put in place to ensure each CCRSM cohort is offered a sequence of coursework which will lead to a postsecondary credential?

DeSoto ISD has implemented a Master's Plan Teacher Recruitment and Retention Plan (MPTRRP). The district shall pay for the college/university tuition, designated fees, and required textbooks for a District employee with a certification and/or a Master's Degree in a critical need area who is accepted into the program. An employee approved for the program shall commit, in writing, to teach in the District for a period of no less than three years after completion of his or her degree requirements toward a teaching certificate. Only those courses required for the degree, as indicated by the plan submitted for admittance to the program, shall be considered. (DMC Local) The MPTRPP focuses on growing district employees as dual credit instructors for the ECHS, P-TECH, and T-STEM programs. The district will partner with a local institutes of higher education (IHE), Texas A&M- Commerce, to offer master level courses to district employees. Also, our district has an existing partnership with Dallas College to credential high school teachers, who qualify in these disciplines. This program will assist teachers with financial resources to complete a masters degree in Math, English, History/ Government, and Economics subject areas. Our school district will continue to identify dual credit faculty needs based on student enrollment in programs, as well as alignment of programs with Dallas College.

With approximately 80% of our student population with an economically disadvantaged background, there are course gaps based on equity and access to institutions of higher education. DeSoto ISD wants to introduce students to new academic/career pathways and expose them to increased opportunities of rigorous coursework and high-quality teaching. Enrollment growth is based on local labor market needs. We will strengthen college preparatory planning and advising district-wide and expand access and success in rigorous college preparatory experiences, courses and/or programs for all students; cultivate livable wage career pathways by ensuring workforce aligned programming, including a real-world internship or apprenticeship, for every student; infuse redesigned STEM education across all grade levels & content areas; and ensure computer science and/or entrepreneurship opportunities for every student in DeSoto ISD.

DeSoto ISD will ensure that each CCRSM cohort is offered a sequence of coursework, which will lead to a postsecondary credential. Students choice is based on the career interest inventory. Counselors will work with students on choosing career pathways and endorsements to fulfill the requirements of high school graduation and an emphasis on dual credit. These cohorts will align with the specific programmatic needs for ECHS, P-TECH, and T-STEM (see attachment #1 for crosswalk).

**2. Program Design:** Name the university partner(s) which will provide graduate level instruction to participating educators. Describe in detail how the LEA will coordinate with the university partner(s) to design an accelerated credentialing program. What are the university's roles and responsibilities in building a program to expand the number of educators credentialed to teacher college courses?

Texas A&M University-Commerce (TAMUC) is committed to partner with DeSoto Independent School District (DeSoto ISD) to serve as the instructional partner for the College and Career Readiness School Models (CCRSM) Grant.

TAMUC will provide accelerated graduate level instruction to participating educators, which will enable participants to earn a master's degree with a concentration in the teaching disciplines identified as critical needs by DeSoto ISD, resulting in the expansion of the number of teachers credentialed to teach college courses. DeSoto ISD educators will complete coursework by May of 2023. Upon completion, the educators participating in this program will teach dual credit courses assigned by the hiring institution, Dallas College, servicing DeSoto ISD students in early college programs.

All DeSoto ISD educators participating in the program and assigned to teach dual credit courses will meet the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirement for community college faculty. Graduates of the program will provide the hiring institution their transcripts to demonstrate that the courses completed within the program adhere to the necessary requirements for credentialing.

TAMUC will work with DeSoto ISD to create a sustainable model so that this accelerated program will continue to be available for DeSoto ISD teachers at an affordable price point, so that future generations of educators and students will be able to take advantage of the opportunity to obtain college credit while in high school. We are confident of our abilities to create a program that will meet our short-term goals of helping DeSoto ISD teachers become credentialed to teach dual credit courses by May 2023.



**TEA Program Requirements (Cont'd)**

**3. Hiring:** Name the dual credit provider(s) who will hire educators. How will the applicant collaborate with the dual credit provider? What steps will take place to ensure that the courses taken by the educator will meet the accrediting standards of the hiring dual credit provider? What are the roles and responsibilities of the hiring dual credit provider?

Dallas College is pleased to partner with DeSoto Independent School District to implement the proposed 2021-2023 Expansion of Dual Credit Faculty grant project. Dallas College is committed to working with partners to expand opportunities for Dallas County high school students to participate in dual credit and College and Career Readiness School Models that help individuals of varying skill levels earn credentials valued by employers in our local workforce, enter rewarding careers in in-demand and emerging industries and occupations, and advance to increasingly higher levels of education and employment. Dallas College and DeSoto ISD have a long standing partnership to offer students sequences of high school and dual credit courses leading to certificates, industry credentials and Associate degrees. As the number of degree programs offered through College and Career Readiness School Model campuses expands each year, hiring faculty with a master's level degree and 18 hours in the teaching discipline for Core Curriculum general education courses is increasingly difficult. The proposed initiative will focus on credentialing outstanding high school teacher candidates for assignment to teach Dallas College dual credit courses for Early College High School and P-TECH students. Dallas College justifies and documents the qualifications of its faculty members for each educational program based on the Principles of Accreditation as required by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Dallas College instructional leadership will provide guidance to candidates based on the Dallas College Faculty Credentialing Guidelines. Dallas College will assign participating school district employees who are credentialed to teach dual credit to courses offered for students on the DeSoto ISD high school and/or Dallas College campuses. These educators will continue to be employed by DeSoto ISD, will participate in Dallas College professional development and will be evaluated annually as are our adjunct faculty. Through the current Dual Credit Agreement (MOU), Dallas College pays the school district on a per eligible course basis for the instructional services of their employees who are assigned to teach dual credit courses.

**4. Sustainability Plan:** Describe the sustainability plan to be implemented which can support the ongoing efforts of the CCRSM campus(es) to address capacity challenges for offering college-level courses beyond the life of the grant. How will the applicant build upon the success of this program to expand college course offerings for high school students in the future.

The DeSoto ISD Sustainability Plan is a continuous district and Texas A&M Commerce University partnership that delivers teacher professional development and program foundation tools. The district's Dual Credit Academy (DCA) provide collaboration circles designed to assist teachers with Dallas course planning and dual credit high school assignment options. Teachers will apply for with Dallas College for adjunct credentialing in June 2023 after their 18 hours of master's degree is completed. Teachers who are completed by June 2023 and credentialed by Dallas College will be assigned a dual credit Fall 2023 semester course. Courses will be assigned based on student enrollment and Dallas College course availability.

DeSoto ISD and Texas A&M University offers completion workshops each semester for graduation and 18 hours updates and recommendations. The workshops provide academic resources, wellness and life balance, professional services, and financial resources for teachers. The spring 2023 semester will focus on students that are not on tracked to complete after June 2023. Texas A&M University provide alternative options consisting of financial support and academic course acceleration if applicable to program requirements. Among completion, teachers will apply for Dallas College credentialing before December or June of the following year. When approved by Dallas College teachers will be assigned a DeSoto high school dual credit course.

DeSoto ISD Sustainability Plan outline is 1. Dallas College Faculty Training a.) Participate in fall and spring training and b.) Meet with Dallas College Content Coordinator monthly regarding instructional practices and Department requirements/ update; 2. DeSoto ISD – Dual Credit Academy Professional Development a.) DCA Summer Institute focusing on Dual Credit Program Overview, expectations, instruction, student recruitment and requirements; 3. Dual Credit Academy Program Expansion a.) Administrator district-wide TSIA 2.0 testing for all 10th graders in Fall 2022 and Spring 2023, b.) 10th graders enrollment into the Texas College Bridge program, c.) TSIA Summer Prep Course for 9th and 10th grade. 4.) College Symposium - college represents will discuss the benefits of high school dual credit courses when applying for college.

**TEA Program Requirements (Cont'd)**

**5. Recruitment and Retention:** How were teachers identified and recruited? What new practices will be put into place to support their completion of the accelerated credentialing program? What commitment has the applicant made to educators to ensure that they will be able to teach college courses upon satisfaction of meeting credentialing requirements? What commitment has the applicant asked of educators to ensure that they will continue to serve the CCRSM beyond the grant period to teach college-level courses?

Teacher participants applying for the Expansion of Dual Credit Program, are identified by taking a District survey. The survey, along with recommendations from the curriculum team are evaluated for recruitment. Interested program participants are required to hold a Bachelor's degree or a Master's degree. Upon approval for the program, the participant can begin their coursework as early as the Summer of 2021, but no later than Fall of 2021. They will participate in the coursework over the next two years. The program participant must maintain a 75% average in each course, and proof of course completion has to be provided to the CTE Program Director or designee at the end of every course. The teacher participant will have two evaluation assessments throughout the accelerated credentialing program. To ensure successful completion of the accelerated credentialing program, the participant will engage in three days of districtwide professional learning each semester. Instructional learning opportunities can be obtained during the accelerated credentialing program (i.e. CCMR Conferences, Region 10 trainings, Dual Credit Conferences, National Content Conferences, and Professional Development). Upon successful course completion of the Expansion of Dual Credit Program, the District shall reimburse for tuition and required textbooks to the program participant. A teacher approved for the program will sign a three-year commitment agreement with DeSoto ISD. The program participant will teach dual credit courses during that three-year commit period.

**Budget Narrative**

Include a narrative describing how the proposed budget will support the needs and goals of the program, including for staffing, instructional expenses, supplies, materials, contracts, travel, etc. Describe any matches that are anticipated to support this program, either by the LEA, college partner, or educator. Describe the disbursement plan for the expenses incurred by educators participating in the program. Describe anticipated risks for this project and the adjustments which may be made over the course of the grant period.

The budget will support the need of increasing dual credit teachers for Early College High School (ECHS), Pathways in Technology High School (P-TECH), and Texas Science, Technology, Engineering, and Mathematics (T-STEM). Based on our needs assessment, we have a small number of teachers qualified to be dual credit instructors. The budget expenditures will be for reimbursement to educators for instructional expenses, including college courses tuition and fees; books and supplies, materials; and expenses associated with enrollment into university program. We have 3 educators that have a Masters degree but will need to complete 18 hours of coursework to qualify to teach dual credit course. Each of those candidates will be reimbursed up to (\$2333.50) per semester up to 3-years totaling \$14,000.00 per person (up to 3-years) based on the reimbursement allocation listed above and with proof of satisfactory course completion per semester. Total expenditures for 18 hours over three years is (\$42,000.00). We have 8 educators seeking a Master's Degree in Education with concentrations in English, Math, History, Government, and Economics. These educators will be reimbursed up (\$4,166.50) per semester totaling (\$ 25000.00) per person up to 3 years based on the reimbursement allocation listed above and with proof of satisfactory course completion per semester. Total expenditure for these educators is (\$200,000.00). Other expenditures include capital outlay for the purchase of Dell 5000 series laptop for candidates at an estimated cost of (\$1,10.00 per device), totaling (\$12,100.00). Total requested amount is (\$272,089.00) including indirect cost (\$14, 429.00). Cost adjustment to the grant may need to be made based on an increase in tuition cost of coursework.

**Appendix I: Amendment Description and Purpose** (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

*You may duplicate this page*

Amended Section	Reason for Amendment
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